
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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"Going Forward by Looking Backward"

An Address Before the California Teachers' Association

By Rebecca Donahue Nason

Director of Commercial Education, Fresno Technical School, Fresno, California

AS we study the history of Education, dating back even as far as the early history of the race, the objectives, if we may call them such, which prompt any type of education in vogue seem to be determined by the peculiar economic, social, and religious aspect of the people.

Primitive Education

We learn that in primitive times the most skillful hunters and warriors were chosen as instructors for the young men and were looked up to by all the youth of that age. It was very essential that the young man of that day should be skilled in the use of the bow and arrow and the war club in order that the race might exist.

I shall not trace the history of Education from those early people to the present; how-

ever, I wish to touch on the different periods from the time when people lived in tribes and fought each other for the best hunting ground or the grassiest hill for their flocks, down to this day of our high civilization.

In Ancient Times and in the Middle Ages

From Grecian history we learn that the state, or nation, took full charge of the training of the youth up to manhood. It was the objective of the Grecian State to prepare the eligible young man for a life of service in the Grecian army—the peculiar social and economic conditions of the people at that time made it imperative in order for Greece to maintain her military supremacy that she maintain a military type of education.

The history of Education during the Middle Ages points us to the preparation of the young

man for the priesthood—due to the economic and religious aspect of the age the main objective was to prepare for death. But Martin Luther came along at the time of the Renaissance and asked of the world, "Is there not enough of beauty and things worth while to make it a worthy objective to prepare to live as well as to die?" So we see the objectives of Education again changed—and determined by the social aspect of the people.

Trade Guilds

Possibly we may give Queen Elizabeth the credit of introducing a type of Education which formed the basis of world-wide interest in what we today know as Vocational Education. It was customary in her time for the young man to follow in the footsteps of his father in profession or trade. If the father was a wood-carver his sons were expected to be wood-carvers. If the father was an undertaker his sons were expected to be undertakers after him. This custom left many trades with too many workers and other trades depleted of workers, so Queen Elizabeth conceived the idea of organizing what was known at that time as the apprenticeship system. Under this system the boy went to live and work for a period of years with a master. He ate at the master's table, played with the master's children, and worked as journeyman, and in this way in due time became a master himself.

Classical Education

The early schools established in the Colonies of this country were known as Latin-Grammar schools, Latin and Greek holding the pre-eminent position in the curriculum. It was deemed at that time to be vastly more important for a pupil to be able to recite Greek prose or tell a story well than to be taught to do an honest day's work. The peculiar social and economic conditions of the people at the time when this country was settled determined the type of Education.

And I may say at this point that it is evident some of the people of today have not yet outgrown the old idea of Cultural Education alone. I believe that any Education, whether it is classical or vocational should be given only in the belief that it is equipping the boy or the girl to go into the world and more quickly and successfully assume the duties of life.

Public Schools Recent Development

We notice that except for the Greeks, until long after the settling of this country, the state or nation, as such, assumed very little responsibility in so far as the training of the boy or the girl was concerned. About the

time of the Revolutionary War a Rhode Island farmer, when asked to contribute to a community fund for the education of the children of the state, said he would shoot down any person who would presume to take from his property for the education of any other man's children.

The Commercial College

During the Reconstruction period when this country was attempting to resume business and live down as best it might the effects of the great Civil War—when new businesses were starting up and old businesses were being resumed with new employees—a few very wise people conceived the idea of organizing what has been known as a commercial college. I mention this because it seems that these schools were the first of the kind actually to prepare the young man or woman for a specific job in life and, to the best of my belief, the United States as a nation and the different States as separate units, learned from these Commercial Colleges the importance of training for a specific job.

Vocational Training

We might consider what is known as the Land-Grant bill, given especially for training in Agriculture, or the Smith-Lever bill which appropriates money for training in Agriculture, or the Smith-Hughes bill which appropriates large sums of Federal money to be equalled and expended by the different States for the training of the boy or girl in what is known as Vocational Education as developed from this idea of specific training for a specific job.

It seems to have been realized during the recent war that there exists the necessity of training the boy or the girl for specific jobs in life, so we see, again, that the economic and social conditions of the people today demand a type of Education which bridges over and connects the student's experiences in school with his experiences on the job or in life. Today we are living in the greatest age of production, specialization, and distribution, and we must prepare our boys and our girls to take their places most efficiently in industry and business.

Competition for Good Jobs Keen

If you stand at the Ferry Building in San Francisco early in the morning and watch the thousands of working people who come in from their homes across the bay, on their way to work, you cannot help but realize that much of the work done in San Francisco is in the hands of these energetic looking people,

(Continued on page 248)

Convention of the Southern Commercial Teachers' Association

Annual Meeting Held at Asheville, North Carolina

November 26-27, 1926

New Officers

PRESIDENT: W. C. Lowe, Commercial High School, Atlanta, Georgia

VICE-PRESIDENT: Robert Cecil, Cecil's Business College, Asheville, North Carolina

SECRETARY-TREASURER: Miss Anna Lula Dobson, Richard J. Reynolds High School, Winston-Salem, North Carolina

Executive Committee

William L. Stooksbury, Knoxville Business College, Knoxville, Tennessee

Mrs. S. F. Evatte, Draughton's Business College, Greenville, South Carolina

J. L. Harman, Bowling Green Business University, Bowling Green, Kentucky

Report by Wallace W. Renshaw

THE convention of the Southern Commercial Teachers' Association at the Battery Park Hotel, in the land of the sky—Asheville, North Carolina—November 26-27, 1926, was unique in our convention experience. Never before have we attended a convention in such picturesque surroundings—never before have we participated in meetings that had so much of fervor, sincerity, deep-seated professional desire to give of the richness of their own experiences and to take back to their students a maximum of the benefits to be derived from the wealth of inspiration and instruction crowded into each meeting.

Opening Meeting

The addresses of welcome by the Mayor of the City, and the superintendent of Public Instruction, the response, the address by President C. W. Edmondson (Edmondson School of Business, Chattanooga, Tennessee), the greetings from the National Commercial Teachers' Federation by Mr. Willard J. Wheeler (Wheeler Business College, Birmingham, Alabama), were a fitting prelude to the splendid meetings that followed.

Mr. Thomas Noel, dean of the School of Commerce, Georgia School of Technology, Atlanta, spoke illuminatingly on the Educational Value of Bookkeeping. Mr. Noel finds that about ten per cent of the students who study accounting actually follow accounting as a profession. The teaching of the subject on its present scale, therefore, must find its justification in the educational value of the subject. The number of the students taking accounting in the Georgia School of Technology ranges from five to seven hundred.

Accountancy is valuable as a vehicular subject, as a means of getting across to the student much of business theory and practice. Certainly, this is a tremendously important consideration, for there are few who go through life in any capacity without being exposed to business in some way and who would not profit from an accurate knowledge of business theory and business procedure.

Production.—The study of accountancy helps the student to see production through the eyes of the cost accountant. That viewpoint has saved many an enterprise from ruin, has put thousands of crippled concerns on their feet, has made it possible for innumerable companies to enter a larger sphere of usefulness.

Distribution.—At the apex of the scheme of distribution is the sales manager. If he has a knowledge of accountancy, he is better able to understand the relation of sales, salaries, gross expenses, travelling expenses, etc. He understands better when to advertise, the importance of discounts, the basis for salesmen's salaries and commissions, etc. These things may very readily prove to be determining factors in his success as a sales manager.

Administration.—Accountancy is the handmaiden of administration. Unless he knows accountancy, an executive is at the mercy of the accountant for facts and the interpretation of facts. Financing cannot be properly negotiated and executed without some knowledge of accounting.

Cultural.—Accountancy is not primarily a cultural subject. The disciplinarian values of most subjects are now discounted. There are, however, certain disciplinarian values in the study of accountancy which carry over to a marked degree. The accountancy trained man

takes nothing for granted. The study of the subject helps a man to say quickly "yes" or "no." It is impossible to have a knowledge of accountancy without having a broad knowledge of business. Accountancy teaches truth. There is no room in accountancy for the statement that is not *entirely* correct. No man rises to prominence through work alone. Wise investing is a great factor in the success of the successful man and his ability to analyze financial statements helps him in his making of wise investments.

Luncheon Conference

At the luncheon conference with the Asheville Chamber of Commerce, inspiring talks were given by Mr. Roger Miller, secretary of the Asheville Chamber of Commerce, nationally known as an efficient Chamber of Commerce executive, and by the Reverend Robert J. Bateman, pastor of the First Baptist Church.

Section Meetings

Early in the afternoon came the departmental meetings for public schools and private schools. The private school department was presided over by Mr. A. M. Bruce, president of the Massey Business College, Birmingham, Alabama.

The public schools section was very graciously and ably conducted by Miss Anna Lula Dobson, of the Richard J. Reynolds High School, Winston-Salem.

Miss Ruth Ford spoke feelingly of the added privileges of a commercial teacher. Miss Ford has a keen appreciation of the unlimited possibilities in commercial teaching. One of the things she likes about the profession is that it teaches the students to do well things that they are going to do anyway. Business experience adds concreteness to one's teaching. Teachers of business subjects should first be business men and women. Courtesy, kindness, and the many other things that make up conduct in life are so well taught in business practice.

Round Table Discussions

The public schools section then resolved itself into a round table under the leadership of Mr. W. C. Lowe, principal of the Commercial High School, Atlanta.

Mr. A. M. Grossman, of the Asheville High School, showed a keen knowledge of bookkeeping tests, their technique and values. He finds the general intelligence tests standardized and fairly reliable. It is important to test achievement in bookkeeping. The completion tests and true and false tests are well worthwhile and can be graded quickly. He finds the correlation good.

Mr. Noel believes that the true and false test favors the poor student. The weakness of this test is that with no knowledge of the subject at all and through the sheer process of guessing, a grade of forty per cent can be earned. A superficial knowledge of the subject added to this forty per cent frequently results in a passing mark.

In discussing the place of bookkeeping in the commercial curriculum, Miss Elizabeth Baker, in charge of the bookkeeping department of the Commercial High School, Atlanta, favored bookkeeping in the ninth year as an elective. She has given considerable thought to its suitability as a junior high school subject. Miss Baker feels that in Atlanta, at least, bookkeeping work in the junior high school should be vocational because of the very considerable number of students who leave school prematurely and who become clerical workers.

Mr. Noel is convinced that there is much room for coöperation between the high school and the college teachers of bookkeeping and accountancy. It is his conviction that bookkeeping belongs in the junior and senior years of the high school. He suggests emphasis on arithmetic, penmanship, and typewriting rather than on bookkeeping in the junior high schools.

Miss Lillian Oldham, of Little Rock, is of the opinion that the beginning of transcription in the second semester is helpful in developing accuracy. Enough of it should be done to establish not only skill but confidence.

The high points of Professor Paul S. Lomax's address are as follows:

1. Reverting to the matter of tests, he suggests a combination of the traditional tests and the newer types of tests.
2. Production, distribution, consumption, and conservation are problems with which the commercial teacher must have a speaking acquaintance. Such a background can come only as a result of a four-year college course.
3. Commercial teachers are not availing themselves of opportunities for professional improvement to as great an extent as are teachers of other subjects.
4. We need to improve our knowledge of commercial subjects in their social relationships.
5. Commercial teachers of the future will be skilled in research.
6. Educational procedure is now based too much on speculative judgment.

Joint Meeting

The public schools and private schools departments then met jointly.

Mr. George Hossfield gave an interesting and instructive demonstration and answered the questions of many teachers who wished to profit from the experience of this popular expert.

Following a talk on The Methods of Teaching Shorthand by Mr. W. W. Renshaw, of the Gregg Publishing Company, Mr. E. W. Rowe,

of the Winston Publishing Company, spoke on The Place of Junior Business Training in the Junior High School Curriculum.

Friday Evening Banquet

The Friday evening banquet would make a story in itself. The limitations of space, however, make it necessary to content ourselves with the statement that the outstanding features were Professor Lomax's talk on Achieving the Social Ideal in Business Life, the scintillating wit of the toastmaster (Mr. W. C. Lowe), and the two-minute talks by the many members who were called upon by Mr. Lowe during the evening.

Saturday Session

At the Saturday morning session Mr. J. O. Mallott, specialist in Commercial Education, United States Bureau of Education, addressed himself to the subject, "Improvement of Classroom Instruction." The justification for all education, he told the meeting, is the improvement in our state. The first duty of the school is to teach people to do better the worthy things they are going to do anyway.

Another duty of the educator is to so arrange the content of the course that it will be of value to the extent that the student follows the course. Mr. Mallott is firmly convinced that a great deal of emphasis should be put on the fact that our work must be done objectively. He is impressed with the part that commercial teachers could play in the developing of good citizens. The tendency of the small schools to copy the commercial programs of the larger city schools is deplored. Modification of the courses to meet local conditions is urged. An example of this is the teaching of farm bookkeeping in rural districts. Mr. Mallott finds that in certain states only one out of thirty-five to forty high school

students are enrolled for commercial subjects.

Mr. Mallott advocates improvement in the science of teaching and research. He thinks it would be splendid if research work could be undertaken not only by individuals but by local groups and regional groups. It is most unfortunate that as yet there is no experimental school in commercial education. It is still true that commercial teachers have made less preparation for their work than have the teachers in any other group.

"Realizing the Unity of Education through Commercial Education" was the title of a thought provoking, instructive talk by Professor Paul S. Lomax, associate professor of Commercial Education, New York University. Teachers fall into two groups: (1) an intensely practical group actively engaged in classroom work, getting results; (2) those who have been actively engaged in intensely practical work but who feel the necessity of drawing aside for a while and surveying the situation.

Schooling is preparation for unity of living—home life, church life, civic life, recreational life, vocational life. Other subjects are included in the commercial curriculum so that the student may live his life whole. Commercial teachers are overbalanced on the commercial side. It is, however, also true that the person who has had only an academic education has an education that lacks balance. In the opinion of Professor Lomax, testing has been overemphasized. The real challenge is not so much the grade earned, but ability to use the knowledge gained.

The high I. Q. is useful in searching out the exceptional student. The low I. Q. does not necessarily indicate a person who will not do unusual work. In that probably lies the explanation of the fact that comparatively ill-prepared commercial teachers can take students of low I. Q.'s and make of them good workers.



Westchester County Commercial Teachers Meet

for

Dinner and Evening Program at New Rochelle, December 4, 1926

Report by Harold H. Smith

THE staff of the commercial department of the New Rochelle (New York), High School, entertained their friends and co-workers in commercial education on the evening of December 4 last. About 75 teachers enjoyed the dinner prepared and served by the domestic science department of the new high school,

later listening to Dr. David Snedden, of Teachers' College, as he discussed the present and probable future status of commercial education.

It is refreshing to note the increasing interest being shown in commercial education by men and women of Dr. Snedden's standing.

They bring to its problems a new point of view and, in the end, their contribution may prove a very large one. At the same time, lacking an intimate personal experience with the development of commercial education, it is obvious that our friends from other fields labor under serious handicaps, with respect both to the basis for their own reasoning and to the problem of being understood by those lacking the purely educational or vocational (as opposed to commercial) point of view.

Into this category must go Dr. Snedden's beliefs that "Stenography is a girl's job"; that, since real secretarial work is rarely, if ever, performed until about 24 or 25 years of age, secretarial training should not be given until about this time; and that boys should not prepare to be stenographers. This last conclusion he reached after pointing out that the so-called "clean-collar" workers were the poorest paid in industry today. He also pointed out that women workers of this class continued in business after marriage to a greater degree than workers of other classes. His clinching argument for stenography not being studied by boys was that "it tempts them to remain in the clean-collar class!" Likewise, that it is a girl's rather than a woman's job because "if women are to remain self-supporting they must get out of the competition of stenographers and typists."

Now, both of these statements of fact are true—(1) for those who lack ambition and (2) for those who lack proper education as to the organization and possibilities of modern

society and business. Dr. Snedden is not the first to give voice to these thoughts. We do think, however, that it is self-evident that there are ways of dealing with those who lack ambition without denying to the much larger body of young men and women an opportunity to make one of the finest contacts that can be made in modern business and professional life. Likewise, proper vocational guidance and instruction would do a great deal to diminish that comparatively small number of women workers who, having ambition, fail to take advantage of their daily opportunities to grow out of merely mechanical stenographic work into more and more executive and managerial positions.

Stunts Top Off Program

Two stunts—a play extemporized with willing actors from the audience, and presented by Mrs. Martha Baldwin, of White Plains High School, as "The Gathering of the Nuts"; then a question box of humorous interrogations about members of the association prepared by Mr. Osterhaut of New Rochelle, added a flavor of fun to the evening.

Directory Distributed

A neatly bound and mimeographed "Directory of the Commercial Teachers of Westchester County" was distributed—a splendid idea for other associations. Know who your associates are.



Connecticut Business Educators' Association Holds Annual Meeting This Month

March 19, at the High School in Derby

THE annual meeting of the Connecticut Business Educators' Association will be held in the new Derby High School, Derby, Connecticut, on Saturday, March 19, 1927. The usual State Contests in Shorthand and Typewriting will be held at this time for both High and Private Commercial Schools (14 medals and a cup are to be awarded), and a number of well-known educators throughout the state will talk on subjects of vital interest to commercial teachers immediately following the luncheon.

Dr. Edward Eldridge of Simmons College, Boston, will be in charge of the shorthand

contests, and J. N. Kimball of New York City in charge of the typewriting, which assures the contests being highly interesting events.

Officers of the Association are: *President*, Nathan B. Stone, president of the Stone Accounting & Secretarial School, Inc., New Haven; *Vice-President*, Roderick K. Stanley, principal of the Weaver High School, Hartford; *Treasurer*, Walter E. Canfield, president of the New London Business College, New London; and *Secretary*, Mrs. Mollie E. Lehman, instructor of shorthand at New Haven Commercial High School.

Convention of the National Commercial Teachers' Federation

Hotel Sherman, Chicago, Illinois

December 28, 29, 30, 1926

New Officers

PRESIDENT: L. Gilbert Dake, Soldan High School, St. Louis, Missouri

FIRST VICE-PRESIDENT: E. H. Norman, President, Baltimore Business College, Baltimore, Maryland

SECOND VICE-PRESIDENT: Miss Alice V. Wylie, President, Office Training School, Memphis, Tennessee

TREASURER: Charles A. Faust, 1024 N. Robey Street, Chicago, Illinois

SECRETARY: J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky

Report by Hubert A. Hagar and William D. Wigent

TO President Willard J. Wheeler and his loyal staff goes the credit for an unusually successful convention. The attendance was much larger than in previous years, and the well-planned program was carried out in an efficient and business-like manner.

Chicago's hospitality is abundantly supported by the fact that the Federation, though occasionally meeting elsewhere, repeatedly returns to Chicago for its annual meeting.

Mayor Welcomes Teachers

After the invocation by Dr. W. Clyde Howard, pastor of the Second Presbyterian Church, the convention was welcomed to the city by the Honorable William E. Dever, Mayor of Chicago. This is the first time, for many years at least, that the Federation has been honored by the city's chief executive. Mayor Dever is an interesting and entertaining speaker, and everyone was deeply impressed with the sincerity and warmth of the greeting extended. For years to come, the Federation will have a warm spot in its heart for Chicago's popular Mayor.

Response to Address of Welcome

Inspired by the Mayor's presence, Mr. H. E. V. Porter, president of the Jamestown (New York) Business College, and past-president of the Federation, responded with one of his characteristic and eloquent addresses. It must have been as pleasing to his Honor as it was interesting to the teachers to hear Mr. Porter—who, by the way, is one of New York's leading historians—trace the history of Chicago from the time the first fort was established on the Chicago River by General George Rogers Clark in 1778 down to the present time. After paying a tribute to Chicago's civic and educational institutions, Mr. Porter pointed out that the appreciation of

President's Address

"Looking Forward in Commercial Education" was the subject chosen by Mr. Willard J. Wheeler for his presidential address. Lack of space prevents our publishing President Wheeler's address in full. A few of the pertinent paragraphs, however, are as follows:

The fundamental principles of business have not changed in the centuries past, but modern needs, the complexity of business today, the highly organized business concerns, and the many varying needs and phases of business necessitate a thorough and comprehensive training in business and a specific preparation for the first position. Any school which does not perform both of these functions is lacking in its duty to the public and to its students.

Too many schools of commerce are devoting their time and energy to the theory of business and not training direct for business, and, also, too many schools are thinking of the requirements of the first position, and bending their every effort to prepare their students for it, and overlooking the broader principles of business training which are so necessary for the future advancement of its students to executive positions of responsibility and trust.

No student can be expected to go direct from training to an executive position, no matter how well prepared in the theory of business. All must begin with minor positions, but no ambitious student wishes to remain a bookkeeper, stenographer, or clerk all his life. Many have advanced to most important positions by dint of hard work and experience, without theoretical training in business, but these people were handicapped and would have found the way much easier and been able to succeed in a bigger way if they had had a thorough and comprehensive business training. . . .

I have some very definite ideas as to certain coalitions that must take place before any class of schools will fully measure up to the requirements made upon them. The private schools must lengthen, strengthen,

and broaden their courses of study and include some subjects now taught only in the schools of commerce of the universities. The universities, on the other hand, under conditions now existing, must adopt some of the practical teaching methods and subjects, which long years of experience have taught the private schools are essential in preparing students for active business life. . . .

We, as commercial educators, have a distinct contribution to make toward the building of good citizens. We must not only touch the science of business but also must develop character and integrity.

Secretary of Commerce Hoover in a recent address said, "More and more must our universities and other institutions of learning enlarge their responsibility to the state and to the nation."

We must inspire and encourage the coming generation. Too much cannot be said of the value of inspiration and encouragement. Many of us who owe, in a large measure, what success in life we have attained to the inspiration received from the life of others, and especially to the encouragement of some friend, who urged us to do our work and do it well, and who believed in us, can attest to this fact. Man was born lazy, and naturally follows the line of least resistance. Inspiration and encouragement foster accomplishment.

It is gratifying to note the increasing interest in and recognition of the value of research work. By this work many of our problems will be solved. In the past few years much interest has been manifested in educational research work, but the larger part of the research work, necessary in the advancement of business, and the teaching of business, must of necessity be carried on by the United States Government and the large universities with ample endowment.

The United States Government has for years been doing most valuable research work for the farmer, the manufacturer, the producer of raw materials, the merchant, and along educational lines. The Government has fourteen thousand five hundred skilled workers and spends two and one half million dollars monthly in research work. The value of this work is now being recognized more generally than ever before, as is evidenced by the fact that the Department of Commerce, which has been housed in scattered and inadequate structures, is soon to have a magnificent building of its own near the White House. . . .

Think how splendid it would be if during the next twelve months each of us would select some one experiment in his own particular line to work out and at the end of the year give a concise, written report of his honest convictions and findings—this to be sent to the chairman of our research committee not later than November 1, 1927. I shall appoint this committee in the hope that some real constructive work will be done and shall offer a prize of \$50 to the one who, in the judgment of the committee, makes the best contribution for the year 1927. These findings are to be referred to the United States Bureau of Education, Commercial Schools Section, for their files. . . .

There is no question as to the future advancement and improvement in commercial education in the United States. A nation with the progressiveness, resourcefulness, ambition, vision, and ability that our people have will eventually solve all problems. We are already leaders in this work, and by study and helpful coöperation among all classes of schools teaching the commercial branches, together with a sympathetic understanding of each other, our contribution to this phase of our nation's educational program will be sure and definite.

Tuesday evening was given over to group and private dinners, followed by an informal reception and dance. The entertainers of the evening were Ralph E. Stolz's "Harmony Four," and Van's "Hamilton Club Orchestra."

Wednesday Morning Address

Using the topic "Commerce and Sea Power," Patrick H. O'Donnell, well-known Chicago attorney, delivered a noteworthy address at the second session of the Federation. It was not a routine classroom discussion but rather a little journey, thoughtfully planned, through the possible casualties in our program of foreign commerce. In terms which tended to bring our commercial relations to the threshold of every business department, the speaker discussed "six sea lanes" whose waters are constantly astir resulting from the commerce of the world. Our general policies may be ever so potent and efficient in economy, legislation, administration, etc., but, with commerce so dependent upon restricted sea-lane facilities, it behooves a nation to exercise sober judgment as to its program of defense.

Important among the conclusions drawn by Mr. O'Donnell was the increasing necessity for viewing commercial problems in their entirety so that those promoting such relationships may bring to potential business men and women the broadest conception of our limitations as well as possibilities.

Federation Luncheon

One of the most enjoyable features of the convention was the Federation luncheon on Thursday, at which time the teachers were delighted by short, impromptu talks by the past-presidents of the Federation. Mere mention of the names of these illustrious leaders is sufficient evidence of the interesting character of the program. The past-presidents who responded were: F. J. Fish, Chicago; Henry J. Holm, Chicago; M. H. Lockyear, Evansville, Indiana; Daniel W. McMillan, Detroit; H. M. Owen, Decatur, Illinois; Austin N. Palmer, New York City; H. E. V. Porter, Jamestown, New York; James C. Reed, Pittsburgh, Pennsylvania; Clay D. Slinker, Des Moines, Iowa; and Claude M. Yoder, White-water, Wisconsin.

The program was closed by an inspiring address, "A Man-Sized Job," by Dr. Roscoe Gilmore Scott.

The Man Who Can

Some very prominent observers have intimated that human ambition recedes greatly after Thursday of each week; that the contribution then is directly to the debit side of the profit and loss account. Be that as it may, these observers will at least allow that there are exceptions. The entire theory, however, was exploded on Thursday afternoon when William Rainey Bennett gave an illuminating address on *The Man Who Can*.

"It isn't that a task is difficult," he pointed out, "but it is the determination to do the job that counts. For what are difficulties if they are not to be overcome, and what is determination other than a quality of mind and will to be vigorously exercised? And what man is there who cannot by taking thought add one cubit to his stature if he will set himself to the study of the laws governing growth? If that be possible, the qualities of mind which enable the individual to realize his ambitions are equally responsive to the laws of development."

Illustrations were frequently interspersed of how men have attained seemingly impossible tasks and succeeded simply because they placed themselves in the proper relationship to them. "The mental attitude," said Mr. Bennett "is all-important. Like imagination, it is the searchlight which, if it cannot penetrate its object, simply goes around it."

In the course of his address, Mr. Bennett said, "I believe every boy and girl should know shorthand, typewriting, and business administration. It will make them more efficient than anything else they can take up. They are wonderful contributors to knowledge and inspiration—and without these the world wouldn't get very far."

In conclusion Mr. Bennett gave what he terms the four C's in business—Conscience, Character, Confidence, Credit. The youth who would lay his cables for success must have these constantly in mind. And in carrying out this program there is nothing more suggestive of success than to consider at the beginning of each business day the picture of a bull dog, which should be a decorative feature in the room occupied by the ambitious youth.

Community Singing

Throughout the convention the community singing, always the life of our Federation meetings, was led by Mr. G. E. McClellan. When Mr. McClellan is not singing, he acts as president of the Littleford School in Cincinnati. Mr. McClellan was ably assisted by Miss Gardner and Mr. Harry Carson at the piano.

Banquet and Dance

The climax of the convention came on Thursday evening with the Federation banquet and dance. The program consisted of a highly entertaining and instructive address, "The Morning After," by Captain Norman Alan Imrie; the reading of original poems by our own and beloved Federation poet, M. H. Lockyear, of Evansville, Indiana; the awarding of the 100% certificates; and the inauguration of the officers.

The formal program was followed by danc-

ing until one o'clock. The music for the evening was furnished by Van's "Hamilton Club Orchestra." A feature of the dance program was a demonstration of the Tango-Waltz by Miss Helen Wallace Evans, the popular speedster of the Gregg School, Chicago, and Mr. Tom Sheehy, the "Modernist" dance exponent of Chicago, and past-president of the Chicago Dancing Association. In the words of Mr. Everett Marquart, of Chicago, the demonstration was "the acme of finesse." Its theme was the spirit of Seville; the rhythm that of the far pampas of the Argentine; a swift pivot of the old Rhine country; a draggy hesitation synonymous of the lunar body floating over stately palm trees on a Hawaiian isle, or a dance rendered to the incantations of the guitar, Uke or samisen; a dash of life as of a traveller's first visit to Santa Anna, Kaget-suein, the Folies Bergeres, or to the Crystal Palace or the Trianon itself; and a wholesomeness that makes Mr. Sheehy the hero of the countless children studying in his studio. Tom, virile, exotic, in the stress of the dance a philanderer; Helen W. radiant, dynamic, and "Where did you get those eyes?"—Ah! the applause. The acclaim was unanimous.

Resolutions

In writing the story of the 1926 convention, your reporters have barely sketched the leading features of the general Federation meetings, and the high points of the department meeting will be given in the following issues. The real gist of the meeting is embodied in the report of the resolutions committee. A few of these resolutions follow:

1. That we thank our retiring president, Mr. Willard J. Wheeler, and all the officers of the Federation who have made this a successful meeting of educational atmosphere and good fellowship. That we are also grateful to the local committee, and especially to its chairman, Mr. H. J. Holm, principal of Gregg School, Chicago, for hard work for us and courtesies to us, and to Mr. G. E. McClellan, president of Littleford School, Cincinnati, for leading the singing, and to Miss Gardner, and to Mr. Harry Carson for accompanying him at the piano.
2. That we are thankful to all who have through the year or through the three days of this convention contributed work or talent to our common cause.
3. That training for the vocations is democracy in education and, to meet the new order, it is as desirable and necessary for commercial teachers to see the high worth of the cultural as it is for the advocates of the classical to see the practical usefulness of the vocational. That he who balances the two extremes may be an educational benefactor, and he who fails to try may be an educational bigot.
4. That we favor any effort to standardize the work done in private and public commercial schools and to establish a basis upon which they may work harmoniously and understandingly together. Since the relations of the two groups are so delightfully satisfactory in this meeting, it would seem to follow that their relations with each other back home ought to be of the same high order.
5. That we commend any individual or group of

individuals who, in the interest of commercial education, attempt in good faith the establishment of an institution in a given community, and that we as earnestly condemn an individual or group that in the name of business education pretends to establish an institution, but in truth have no purpose but the exploitation of the community for a few months. Such efforts are often parasites upon the public and sometimes bring reproach upon commercial training. In this the public's interest and our interests need protection. This may be accomplished by our spreading propaganda against it or by our promoting some kind of legal control in the establishment of business schools.

6. That there are schools cataloging courses for competitive purposes which they are not prepared in faculty or physical equipment to give. That this organization set up a committee whose duty it will be to determine the facts about such schools and to use its best efforts to effect proper adjustments.

7. That since it is the pleasure as well as the duty and necessity of business schools to develop the air and habits of business among their students, that we renew our consecration to intensive work, long hours, few holidays, and put emphasis upon the development of the mind and hand, and not upon athletics.

8. Innumerable problems are ours and the longer they go unsolved, the more dearly we pay for our ignorance. The penalties are represented by lost money, hard work, less satisfaction, poor results, and limited service to our students and the public. All of these difficulties cannot be listed, discussed, and settled on the floor of this convention, and only few of them can be solved single-handedly and alone. Therefore, this body should not confine itself to what may poorly be done in three crowded days, but should put its collective talent to work by assigning to special committees given tasks to be worked out through the year and their findings to be reported at our

annual meetings. That for such work reasonable sums from our treasury ought to be available. There should be no lessening of the use of our own talent or the weakening of the programs that have characterized our deliberations heretofore, but an addition to the talent available from the outside. So also should a sum of money from the treasury be placed in the hands of an alert, aggressive member of this Association, to be used by him or her toward enlarging our enrollment, broadening our influence, and doing other things which the President and the Secretary do not have time to do.

9. That we recognize the great need for professionally trained commercial teachers for every type of business school, and urge that such training be given in institutions thoroughly prepared in educational background, course content, and faculty to render high professional service.

10. That we express our gratitude to Mr. Willard J. Wheeler for his liberality in offering a fifty-dollar prize for the best piece of commercial education research work done by any member of this organization this year. That we unqualifiedly endorse this progressive measure and commend Mr. Wheeler upon its conception and promulgation.

11. That we believe English, penmanship, spelling, and rapid calculation are as essential to commercial training now as they ever were, and that we urge literary schools of whatsoever kind that are training boys and girls, to place special emphasis upon the subjects mentioned above to the end that students taking up commercial work will have the proper foundation for it; and that those of us offering such subjects continue to give emphasis to them.

COMMITTEE

J. L. Harman, *Chairman*
James L. Holtsclaw
Catherine F. Nulty
Judson P. Wilson
Alice O. Frazee

[The report of the Public and Private Schools Departments and the Round Tables will appear in our April, and May issues.]



—COMING—

Twenty-ninth Annual Convention

Eastern Commercial Teachers' Association

Hotel Statler, Boston, Massachusetts, April 14, 15 and 16

TWO new features of the convention are the School Administration Section, and the Women Visitors Committee. In the School Administration Section, superintendents, principals, department heads and all others who are interested in that phase of commercial education will have an opportunity to exchange views on such matters as program building, placement of texts and measurements, executive problems and the like.

The Women Visitors Committee under the chairmanship of Mrs. Atlee L. Percy of Boston will provide entertainment and see to the comfort of the women who visit the convention with friends and relatives, but are not primarily interested in commercial education.

The new Statler Hotel in Boston, which has just been completed has 1,600 rooms equipped with every modern convenience in-

cluding radios in each room. It is located in the heart of Boston very near the shopping district, within easy walking distance of the chief public buildings and near the chief points of historic interest. It is expected that the unrivaled opportunities for sight-seeing, which the city of Boston and its environs offer will draw a very large attendance at the convention. Regional representatives throughout New England and the Eastern States have been appointed and they report that delegations are already being formed to attend the convention in a body.

The complete program will be published in the April issue of this magazine. For further information teachers should write to Irving L. Lindabury, President, Burdett College, Boston, Massachusetts, or Seth B. Carkin, Secretary, Packard Commercial School, New York City.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Merit Wins!

AT a conference of the executives, managers, and travelling representatives of the Gregg Publishing Company, held in Chicago during Christmas week, an interesting report was made about the present status of shorthand systems in this country.

A careful investigation disclosed the fact that Gregg Shorthand is now taught exclusively in all the high schools of no less than sixteen states. In five other states only one high school in each state is teaching any system other than Gregg Shorthand; in six states there were only two high schools in each state teaching systems other than Gregg Shorthand; and in four states there were only three high schools in each state teaching systems other than Gregg Shorthand. In addition to this, Gregg Shorthand is taught exclusively in all the high schools of Alaska, Guam, Hawaii, Philippine Islands, and Porto Rico.

To sum up: In the high schools of sixteen states Gregg Shorthand is taught exclusively, and in fifteen other states there are only twenty-nine high schools teaching other systems. In the twenty-nine high schools mentioned, no less than twelve different systems or textbooks are used, which will give an idea of the limited representation of each. Incidentally, it should be mentioned that four of the schools credited to other systems in these states have introduced Gregg Shorthand but have not yet adopted it exclusively. It is reasonably certain that within the next year or two Gregg Shorthand will be taught *exclusively in the high schools of more than one-half the states in the Union*. There are now 5,933 cities and towns in the United States giving instruction in shorthand in their high schools, and of these 5,705 are teaching Gregg Shorthand—96.16%! In the whole history of education no other idea in commercial education has ever been indorsed by such a large percentage of schools and teachers.

In his department in the *Gregg Writer*, "Shorthand in Other Lands," Mr. Leslie re-

ferred to the fact that the Government of Germany recently adopted a "Unified" system of shorthand, through an amalgamation of the two leading German systems, which does not appear to have given satisfaction to anybody, but which the schools in Germany are obliged to adopt through governmental decree. An article in the *Deutsche Stenographen-Zeitung*, protesting against this arbitrary action of the Government, said: "America has nearly achieved a unified shorthand system by means of free competition without Governmental interference. Gregg Shorthand has already practically driven from the field all other systems."

So we may regard the adoption of Gregg Shorthand by the free action of boards of education and teachers of shorthand as another evidence of the beneficent workings of our democratic institutions, by which free choice and merit alone, and not governmental decree, determines what shall be taught in our schools.



Boston Office Moves

THE share of the Boston office in this spread of the system is hinted in its removal January 15 to new quarters on the eighth floor of the Statler Building just completed at twenty Providence Street. These offices afford more than twice the space occupied at the old address.

The Statler Building is situated in the heart of the Park Square section of uptown Boston, overlooking the famous Public Gardens and Boston Common, and is a unit of the same building as the new Statler Hotel, where the E. C. T. A. is to meet next month.

The new location was selected in the early stages of building construction to permit special adaptation to the needs of the staff, not only, but with particular regard for the convenience of the host of friends seven years of service to the schools of New England have

brought into the Gregg ranks—the high schools of 88¼% of the cities and towns of this territory are now teaching the system, to say nothing of the increased number of business colleges and Catholic schools.

The management and entire staff extend a cordial invitation to all our friends in New England and elsewhere to call at the new Gregg offices when next in Boston.



New Books

MANY teachers and readers of this magazine will remember with a great deal of pleasure and interest the report of a valuable experiment in education, initiated and conducted by Mrs. Frances Effinger-Raymond and Miss Elizabeth Starbuck Adams, in coöperation with the teachers of California, Idaho, Arizona, Oregon, and Washington, which appeared in the columns of the "American Shorthand Teacher" three years ago, under the title of Standards in Elementary Shorthand, an experiment to establish definite standards for the guidance of teachers in organizing classes in elementary shorthand.

The requests for copies of the report have become so numerous and the comments on it so enthusiastic that in order to give the work the widest possible use for teachers throughout the country the report has now been published in book form and is ready for distribution. The report has been enriched by the addition of much new material in the way of tests and suggestions based on the experiences obtained in the experiment and the suggestions of teachers who participated in the project.

We believe this is a real contribution to the science and art of teaching the subject of elementary shorthand, and that it will furnish source materials and suggestions for teachers to carry on further experiments in their own classes which will yield the highest results. As great as has been the advance in the science and art of teaching shorthand and other skill subjects, there is naturally much to be learned, and it is our belief that our progress in this direction is in the hands of teachers with foresight, initiative, the resourcefulness, and the wisdom to reach out constantly for better ways of teaching.

The book is so practical that it may be used with great advantage by any teacher interested in scientific testing and measurement of results in the learning of shorthand. It should be in the hands of every teacher of shorthand.

¡ATENCIÓN!

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ES FACIL Y
INTERESANTE**

If you are able to understand the foregoing sentence, you can acquire a surprising familiarity with the Spanish language merely by reading

**"EL ESTUDIANTE DE
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The Secret of Successful Shorthand Teaching

By Florence E. Ulrich

Editor, Art and Credentials Department of the "Gregg Writer"

Answers to O. G. A. Contest Questions

THE O. G. A. Contest closes on the 15th of this month and all contest specimens from contestants in the United States and Canada should reach us not later than that date. Specimens from contestants of other countries will be received up to April first.

As the contest draws to a close many questions are asked by teachers and candidates wishing to take part in it. Among the questions that have been asked are: May students use pencil instead of pen? May ordinary penmanship paper or notebook paper be used? Is it permissible for a teacher to help the students with theory? Are students permitted to use the shorthand Dictionary? Are there any restrictions as to the length of columns? May the fees for membership examination be sent with contest specimens, and these specimens be considered for Membership Certificates also? Will it be possible to have certificates issued before the end of the contest on specimens submitted for both membership certificates and contest rating? If students already have O. G. A. certificates, must these papers be included in the contest club in order for it to be considered as a 100% submission of papers?

For the benefit of other teachers who, likewise, may not be sure of the requirements of the contest, the answers to these questions are given here.

Any Kind of Paper Allowable

There is no restriction as to the kind of paper to be used, but better work usually is done on ruled paper. Palmer method penmanship paper or Gregg notebook paper may be used.

Pencil Notes Permissible

If students do not have fountain pens, or if they have not had shorthand writing practice with pen, it will be better for them to use pencil in writing the contest copy, as they will

be able to do much better work with the writing instrument that they are accustomed to using. Many prizes in previous contests have been won on the merit of pencil-written notes, so the use of the pencil will not count against the writing merit of a specimen. The pencil, however, should be of medium soft lead and well sharpened; otherwise, the notes become thick, smudgy and unsightly.

See That Theory is Correct

Not only is it permissible for a teacher to see that her students write correct outlines, but it is of vast importance that she do so. The repetition practice that students necessarily must put on contest specimens tends to fix the outlines in mind. If the outlines are incorrect, naturally much of the value of the repetition practice afforded by the contest is lost. If teachers prefer, students may use the shorthand Dictionary. Pupils should be encouraged to study and practice the forms of unfamiliar characters until fair ability is attained in reproducing them.

Size of Specimen Required

While the writing must be done in a column $2\frac{1}{2}$ inches wide, there is no restriction as to length. The length of the column depends upon the size of the notes. For reproduction purposes the column must not be too long, and will not be too long if medium-sized notes are adopted.

Membership Entries

If contest specimens are to be considered for Membership certificates also, the remittance to cover the examination fees should be inclosed with the specimens. It is not necessary to send two clubs, one for the contest and one for membership certificates, as one club suffices for both membership examination

(Continued on page 235)

Outline of a Two-Year Course

By Harold H.

*This outline is based on one 40- to 50-minute class period daily, 5 days a week.
In addition, in the second year, an extra transcribing period at the typewriter
to shorthand.*

(Concluded from page 231)

Third Semester

BASIC TEXTS: Use in parallel—

Gregg Shorthand Manual (*for review*)
Gregg Speed Studies (*if not finished last semester*)
Constructive Dictation, with Gregg Transcription Letterheads

SUPPLEMENTARY TEXTS: For the student—

The Gregg Writer and two reading books
The Gregg Shorthand Dictionary (*optional*)
The New Gregg Shorthand Phrase Book (*optional*)

For the teacher—Select material from—

Expert Shorthand Speed Course	The Factors of Shorthand Speed
Shorthand Championship Tests	Letters from Famous People
Personality: Studies in Personal Development	

PLAN: A wide variety of subject matter, vocabulary and style should be covered. The processes initiated in the second semester should be perfected and enlarged. The work will usually assume a decided business "color," since many students will be unable to continue in training beyond this point. At least one-half of each period should be devoted to dictation and reading of new matter.

AIMS: Due weight should be attached to the following:

1. Review of fundamental principles.
2. Forcing of writing speed, manually and mentally.
3. Improvement of writing accuracy, in theory and execution.
4. Improvement in reading ability—speed and accuracy.
5. Improvement of skill in transcription; including perfection of English, spelling, punctuation, etc.
6. Incidental knowledge and appreciation of the structure and operations common to all business.
7. Methods of adapting shorthand (as a tool) to business requirements.

TESTS AND MINIMUM STANDARDS: During the semester continue using the services of the "Tests and Awards Department" of *The Gregg Writer*. Besides the tests mentioned in the second-semester outline, students may strive for the 100-words-per-minute transcription test and the "higher honors" offered under the OGA tests. The *minimum* standard at the end of the semester should be 75 to 80 words per minute for 5-minute dictation periods, on non-technical, unfamiliar matter. The grade should be based entirely on the transcript, which should be typewritten.

Course in Gregg Shorthand

H. Smith

20 weeks a semester, and an equal amount of preparation outside of class. Practice weekly, is advised. This should be arranged as a double period devoted to stenographic writing.

(February issue)

The final test should comprise a series of 5-minute dictations, arranged at five- or ten-word intervals, from 75 to 100 words per minute, according to the range of ability in the class. The student will aim to produce a perfect transcript of the highest dictation speed within his full grasp.

Fourth Semester

BASIC TEXT: Use—

Constructive Dictation with Gregg Transcription Letterheads

also
If Plan 1 below is followed, students will have in addition—
Secretarial Studies and Laboratory Materials

SUPPLEMENTARY TEXTS: For the student—

The Gregg Writer and all available reading books for reading and transcribing practice.

For the teacher—

Refer to outline for the third semester. In addition—

Secretarial Dictation
Teacher's Handbook to Secretarial Studies

PLAN AND AIMS: *Plan 1*—If Plan 1 was followed in the first semester and subsequent progress has been satisfactory, we may now closely correlate office practice with advanced shorthand. Shorthand will become in the classroom the useful tool it is intended to be in the office.

Reading and writing skill will be more eagerly striven for as the student realizes their importance in doing practical work. The high standards of first-class offices can be demonstrated, demanded, and secured.

If the curriculum provides some work in secretarial training in a later semester, the course during this present term should be purely stenographic as distinguished from secretarial.

Plan 2—If, for any reason, the above plan can not be used, the teacher should pursue the same course as in the third semester, particularly as to "aims."

Note: In view of the great importance of the correlation of shorthand skill with business activities, we recommend that even under Plan 2 the last six weeks of the semester be devoted to an intensive training on "Secretarial Studies," as suggested in Plan 1 for the full semester.

TESTS AND MINIMUM STANDARDS: Students should strive to pass the regular Gregg Writer transcription tests. To those already mentioned should be added the 125-word Gregg transcription medal test. The 150-, 175-, and 200-word medal tests are probably beyond students at this stage.

(Continued on page 234)

At the end of the semester the *minimum* standard should be 80 to 100 words per minute for 5-minute dictation periods, on non-technical, unfamiliar matter. Grade entirely on the transcript, which should be typed.

The final test should be organized to take care of the better students, some of whom may write as high as 120 or 125 words per minute at this time.

Whatever the dictation speed, the transcripts ought now to be practically perfect. The highest professional standards should be enforced.

Bibliography

Elementary Shorthand Texts

Gregg Shorthand Manual
Gregg Speed Studies
Word and Sentence Drills for Gregg Shorthand
Analytical Lessons in Gregg Shorthand
The Individual Promotion Method for Teaching Gregg Shorthand
Practical Drills in Shorthand Penmanship
Lessons in Shorthand Penmanship
Vocabulary Studies for Stenographers
Progressive Exercises in Gregg Shorthand

Advanced Shorthand Texts

Gregg Speed Studies
Analytical Lessons in Gregg Shorthand
Vocabulary Studies for Stenographers
Gregg Reporting Shortcuts
The Stenographic Expert
Gregg Dictation, Nos. 1 and 2
Gregg Shorthand Dictionary
New Gregg Shorthand Phrase Book

Reading Books

Graded Readings in Gregg Shorthand
Beginners' Letter Drills
Gregg Speed Studies
Supplementary Exercises in Gregg Shorthand
The Diamond Necklace
Alice in Wonderland
Letters From a Self-Made Merchant to His Son
The Sign of the Four
The Great Stone Face
The Legend of Sleepy Hollow
Rip Van Winkle
Hamlet
A Christmas Carol
The Man Without a Country
The Art of Making a Speech
Gregg Shorthand Reader
Creeds of Great Business Men
Advanced Practice in Gregg Shorthand, Parts 1, 2 and 3
Gregg Notes, Nos. 1 and 2

Dictation Texts

Gregg Speed Studies
Shorthand Dictation Drills
Gregg Speed Practice
Constructive Dictation
Expert Shorthand Speed Course
Factors of Shorthand Speed
Letters from Famous People
Graded Dictation
Graded Readings in Gregg Shorthand
Shorthand Championship Tests
Advanced Shorthand Texts (*see list*)

Magazines

The Gregg Writer (students and teachers)
The American Shorthand Teacher (teachers only)

Teachers' Texts

Vocabulary of the Gregg Shorthand Manual
Lesson Plans in Gregg Shorthand
Standards in Elementary Shorthand
Some Observations on Secondary Commercial Education
Analytical Lessons in Gregg Shorthand
Notes on Lessons in Gregg Shorthand
Word and Sentence Drills for Gregg Shorthand
Supplementary Exercises in Gregg Shorthand
The Basic Principles of Gregg Shorthand
The Q's and A's of Shorthand Theory
Gregg Educational Monographs (*see list*)
Test Materials
Dictation Texts
Advanced Shorthand Texts (*see list*)
Wall Charts
Wordsign Chart

Test Material

Hoke Vocabulary Tests in Gregg Shorthand
Hoke Measuring Scale for Gregg Shorthand Penmanship
Hoke Measuring Scale for Knowledge of Gregg Shorthand
Prognostic Tests of Stenographic Ability
Diagnostic Shorthand Tests
Progressive Exercises in Gregg Shorthand
Supplementary Exercises in Gregg Shorthand
Word and Sentence Drills for Gregg Shorthand
The Individual Promotion Method for Teaching Gregg Shorthand
Dictation Texts (*see list*)

Gregg Educational Monographs

Making Shorthand Teaching Effective
Handwriting Efficiency in Junior and Senior High Schools
Typewriting Through Rhythmical Control
The Fourteen Points in Shorthand Teaching
Obstacles to the Attainment of Speed in Shorthand
The Educational and Practical Value of the Study of Shorthand
Making Shorthand Drills Interesting
A Neglected Factor in Education
Application of Tests and Measurements to Shorthand and Typewriting
College Credit for Shorthand, Typewriting and Office Practice

NOTE—To All Teachers:

How grateful your former students will be for your insistence upon their subscribing to and reading the GREGG WRITER after they leave school! You know its professional value. Help the embryo stenographer and reporter to recognise it!

The Secret of Successful Shorthand Teaching

(Continued from page 231)

and contest rating. If the remittance accompanies the tests, a report can be made sooner. In the event that a package is received without a remittance, and if no reference is made to the fact that it is submitted for O. G. A. certificates, contest rating only will be made and the club considered in the regular way.

Tests Must Be Subject to Routine Handling

Perhaps it will be helpful to many of you if a brief explanation is given here of our routine method of handling tests. If a package of tests addressed to the Membership Examiner is received and the money is not inclosed, a note to that effect is mailed to the teacher at once, and the club placed in a special file marked "specimens without fees" to be held until such time as the remittance can be located. The letter with the remittance, on the other hand, goes to a file labelled "fees without tests," and is held until there is an opportunity to go through both files with a view to pairing remittances with tests.

It may seem to the average layman that as soon as the remittance is received, it can be attached to the tests. The difficulty lies in the fact that very rarely do both tests and remittance come in the same mail delivery, and there are five or six mail deliveries a day, each bringing hundreds or thousands of tests and miscellaneous mail.

Help Us Keep the Wheels in Motion

In order to handle a large volume of work a certain routine is absolutely necessary for the sake of efficiency and expediency. Habits of motion and routine, naturally, are acquired and these habits are depended upon almost as much as is the intelligence to safeguard against errors. The typist who has formed the habit of accuracy knows instantly when he strikes a wrong key. "The reach did not 'feel' right," he tells us. Deviation in motions or routine in any business tends to break rhythm and continuity, and efficiency is decreased to just the extent in which they are indulged. If it is true, then, that the acquisition of a set of motions or routine is essential to the expediency and accuracy of distributing and disposing of a large volume of routine work, then it is obvious that anything which tends to interfere with the definite plan of examining and checking tests, and making certificate and prize awards may result in loss of time and inaccuracies that otherwise would not occur. Therefore, for your own sake, let me urge

once again that the remittance be inclosed with the tests, so that your club may receive "express handling" and not be side-tracked on a "freight."

Enclose Remittances With Tests

In view of the fact that all tests must be sent first class, there is no additional charge for postage when the check or money-order is inclosed.

Clubs Requiring Reports Should Be Mailed Early

Because of pressure of work in the Credentials Department during Contest Season, certificate reports can not be made as promptly as under normal conditions. Every effort is made, however, to mail reports before the schools close. You can help us, if you will mail your tests early. A great deal of work is attached to the handling of each club, and we handle the papers in the order of their receipt, but if a report is desired either for publication in your school paper, for promotion records, or for graduation exercises, we will make it, if it is physically possible to do so. Mail such packages as early as possible and mark them for my personal attention. If, on the other hand, you are not in an immediate hurry for a report, we should appreciate your telling us that also.

Submit Papers from Entire Class

If you wish to receive the full 100% credit for your club in the O. G. A. Contest, specimens must be submitted from all students under your instruction who have finished the Manual, regardless of whether or not they hold O. G. A. membership certificates. No fee is charged for Contest specimens. Students already holding membership certificates are eligible for Honorable Mention in the Contest, or for any of the Contest club prizes.

Final Drills

Fluency and accuracy of individual forms will be, of course, the text of your teaching this month. Concentrate on the O. G. A. Contest copy. Send the best papers that you receive from your contest group on or before the 15th of this month.

There is distinction and a great deal of personal satisfaction in winning. Do not miss your share of the awards. The students will

O. G. A. TEST COPY

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enjoy it. The prizes, too, are the best ever offered, and serve as an added inducement to enter. Let us make this contest the biggest and best one ever held!

The O. G. A. test published this month is

to be used only by those who do not care to enter the contest. *The Contest Copy published in the December and February Gregg Writers and repeated on page 341 of the March issue, is the only matter to be used for Contest entry.*

DON'T FORGET MEMBERSHIP FEES!

We note that some teachers and students are submitting both the Junior and the Senior O. A. T. test with the remittance of ten cents. There is a fee of ten cents charged for each of these tests and the remittance to cover both papers should be inclosed to avoid delay in handling. It is only the C. T. tests and O. G. A. Contest specimens that do not require fees.



Bookkeeping Brevities

No. 2

By Lloyd Bertschi

Boston, Massachusetts

(Continued from the February issue)

IN the teaching of bookkeeping the arithmetical nature of the subject ought to be kept constantly in the foreground. Simple calculations involving only addition and subtraction constitute a very large part of all bookkeeping work; in fact, the calculations involved in the entire bookkeeping cycle from grouping and recording transactions in books of original entry through posting, trial balance, statement preparation to ledger closing are little more than simple addition and subtraction. Solutions of a series of related problems eventually merge into the final result of the major problem of the entire cycle, the answer to which is expressed in terms of increase or decrease in proprietorship. These solutions simply assume prescribed bookkeeping form by direction.

Arithmetical Nature of Bookkeeping

Concrete illustrations of the arithmetical nature of bookkeeping are numerous. For example, the preparation of a purchases journal involves nothing more than a systematic arrangement of merchandise purchases according to accepted bookkeeping form and the solution of a simple problem in addition to ascertain total purchases. The trial balance is simply an orderly arrangement of account balances in prescribed form and the calculation, again, is addition. Profit and loss state-

ments and balance sheets are merely systematic arrangements in approved form of solutions of serial problems in addition and subtraction. The student's previously acquired mathematical ability, then, ought to be systematically employed and directed into bookkeeping channels.

The Approach

If this is sound educational doctrine, and most teachers will agree that it is, it does not answer the natural question as to just where or how to start in the process of applying arithmetical ability to the subject. Various attempts to answer the question satisfactorily have resulted in widely varying methods of introducing the subject to beginning students, and so we hear "method of approach" widely discussed in methods courses, in addresses at conventions, and wherever teachers meet.

Wide as is the diversity of opinion as to proper method of approach, however, there is unanimity of opinion as to what any method of approach ought to accomplish. All are agreed that students ought to be brought very quickly and directly to understand how business transactions and events affect proprietorship, and how such causes and effects are recorded in accordance with accepted bookkeeping practice; that in early stages of instruction mechanical routine ought to be sub-

jugated and more important objectives brought into clear relief; that units of instruction should be limited in scope to but one phase of the subject; and that the student must be taught to think and analyze rather than to apply rules that merely establish mechanical procedure.

Proprietorship

A little thoughtful consideration of the problem will reveal the first logical step in the teaching procedure. First of all, the student ought to understand what proprietorship is. Once he comprehends that proprietorship is merely ownership of assets and that assets are what one owns, it is a simple matter to teach him that an increase in the assets one owns results in a similar increase in proprietorship or capital; and that, likewise, a decrease of assets causes a corresponding decrease in proprietorship.

This can be accomplished easily, directly, and without confusion by the proper use of what for want of a better term might be called comparative tabulations. To illustrate: suppose that after due explanation of what constitutes proprietorship, we put before the student a formula somewhat after this fashion: Initial proprietorship + asset increases — asset decreases = Final Proprietorship. From this starting point it is but a short step to elaborate the formula into a comparative tabulation like this:

JOHN STEELE'S PROPRIETORSHIP

	Assets Jan. 1	Jan. In- + creases	Jan. De- — creases	= Jan. 31
Cash	1000	+ 3000	— 1000	= 3000
Merchandise	5000	+ 3000	— 4000	= 4000
Real Estate	5000	+ 1000	— 00	= 6000
Equipment	4000	+ 00	— 1000	= 3000
Proprietorship	15000	+ 7000	— 6000	= 16000

Of course such tabulations will be gradually elaborated to include not only a greater variety of assets, but later on, liabilities and increases and decreases therein. This is in reality a most effective employment of the fundamental accounting equation (Assets — Liabilities = Capital) and provides opportunity for visualization and analysis of both cause and effect of proprietorship changes.

Accounts

From the start, however, and in correlation with these tabulations, accounts should be introduced and taught as systematically arranged solutions of simple arithmetic problems in addition and subtraction. Concurrently, the spe-

cific accounting function of the account under consideration will be developed. This teaching of accounts, if based on the transactions which gave rise to the proprietorship changes visualized in the comparative tabulation, provides an excellent opportunity for transaction analysis.

From the accounts thus constructed and taught as systematically arranged solutions of simple problems in addition and subtraction, a simple balance sheet is prepared. At first the balance sheet will contain only asset items and capital, but later liabilities will be included; and always it will show the same results as the comparative tabulation prepared as the initial step in the exercise. The book-keeping cycle is thus split into its component parts so that proper emphasis may be placed on those that are most important from the standpoint of both effective teaching and accounting procedure.

Gradually Present Grouping and Classification of Transactions

While the student's knowledge of arithmetic is being thus directed into bookkeeping channels by means of comparative tabulations, construction and closing of accounts, and preparation of simple statements, he works from segregated groups of transactions that resemble in form and arrangement the cash book, sales book, purchases book, and general journal. He thus becomes familiar with the forms of these books and is ushered gradually into a working knowledge of their use and purpose before they are actually taught as journal subdivisions and used as recording mediums. This familiarity is acquired while the student's attention is still centered upon the effect of transactions on proprietorship, the construction and closing of accounts, and the preparation of simple statements.

Such grouping and classification of transactions may be so graduated that the student will finally work from real purchases, sales, and cash journals, thus saving a tremendous amount of mechanical routine that would otherwise be required to write up these books for himself, but would contribute little, if anything, to the learning of bookkeeping. This labor-saving device will permit more frequent repetition on the essential component parts of the bookkeeping cycle; i. e., the construction of accounts (it is really posting), closing accounts, and statement preparation.

The Trial Balance

Even trial balance preparation will be deferred until the student is thoroughly grounded in the fundamental principles of the subject.

(Continued on page 248)

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

First Steps

From "Your Job"

By Harold Whitehead, of Boston University

Choosing a job is a problem that every worker has to face.

Some dodge the whole issue by letting some²⁰ job choose them. They take the first thing that happens along. The result is that they work merely for so⁴⁰ many (or more generally so few) dollars a week. They are pay-envelope pikers.

All they think of is getting⁶⁰ through the day somehow so that they can enjoy themselves at night. They have their backs to their work when⁸⁰ looking for pleasure. If they would turn about-face they would see that their job can be a pleasure to¹⁰⁰ them. As soon as they find pleasure in their work they also find profit in it.

This frivolous, indifferent class¹²⁰ measure time, from one pay day to another. They work in a humdrum kind of way. "Come day, go day,¹⁴⁰ Please send pay day," they drone in a sing-song kind of way. They gradually get into a rut which¹⁶⁰ widens and deepens until it proves to be their business grave.

This class of near-worker is the one that¹⁸⁰ claims indignantly that the world owes him a living. Agreed; but it's up to every man to collect for himself.²⁰⁰ They forget that while nature provides everything, she doesn't deliver it at our door. We have coal but *we* must²²⁰ mine it; we have houses in the trees and mines, but *we* must saw the timber, mine and purify the²⁴⁰ iron. We have cloth, but *we* must convert it from the cotton. Everything is here for him who wants it;²⁶⁰ he has merely to *collect*.

Let's forget the dodger group and consider the next one.

The second group of workers²⁸⁰ faces the problem of choosing a job with sincerity and earnestness. But they lack knowledge. They don't know how or²⁸⁰ why or what. They *guess*—and the enormous army of misfits shows that an ignorant guess is a bad basis²⁸⁰ for choosing a job.

These earnest, but confused, seekers after jobs that suit them, fail because they don't know how³⁴⁰ to go about choosing a job. They start off with a guess as to what they can do or like,³⁸⁰ and they finish with a guess as to what a particular business is like or requires.

The third and last group of workers facing the problem of choosing a job is only⁴⁰⁰ a small group, but it contains the successful men.

The reason?

They consider the problem from the basis of fact.⁴²⁰ They are not satisfied with opinions or guesses or desires. No true decision can be made unless the reasoning is⁴⁴⁰ based on facts.

Having secured facts, the thinking worker next analyzes and compares the facts. Then, having arrived at a⁴⁶⁰ decision, he acts on facts. There you have the whole philosophy of choosing a job, or solving any other kind⁴⁸⁰ of problem which business men have to face every day.

1. Get facts.
2. Analyze facts.
3. Act on facts.⁵⁰⁰

trols or regulates⁷⁴⁰ the ideas and plans of the second class.

Note, however, that the *really big* executive combines these qualities in himself.⁷⁶⁰

For the time being let's suppose that you have analyzed yourself enough to place yourself in one or the other⁷⁸⁰ of these classes.

The next thing to do is to get a list of occupations which seem attractive to you.⁸⁰⁰ Granted that at present you know little or nothing about the occupations, you will have some general idea about the⁸²⁰ work involved and how it appeals to you.

"Where am I to get such a list?" you ask.

Easy. In⁸⁴⁰ the classified telephone directory or the classified city directory.

Should you live in a small town, go to the telephone⁸⁶⁰ directory (classified trades section) of the nearest large city.

There you will find a list of every occupation carried on⁸⁸⁰ in a big city. That is generally a complete list of occupations. Certainly it contains all the important ones.⁹⁰⁰

Now suppose you have the directory in front of you. You have also paper and pencil. The first thing you⁹²⁰ see is "Accountant—public."

Ask yourself "Should I like to be a public accountant?"

Think over carefully what the public⁹⁴⁰ accountant has to do and see if you measure up to it from those three standards I mentioned above, namely:⁹⁶⁰

1. Inclination.
2. Aptitude.
3. Knowledge and Experience.

If accounting appeals to you, and is reasonably within your capacity, put⁹⁸⁰ public accounting on your paper. Don't forget that progress will require patience, perseverance, and hard work. That applies to all¹⁰⁰⁰ jobs.

Then take the next occupation listed, and the next, until you work through to the Z's.

This will take¹⁰²⁰ hours, maybe a few weeks. In fact, to put through the complete plan which I shall outline will probably take¹⁰⁴⁰ you the better part of a year.

"Wow!" I hear you say, "What a long time to take to get¹⁰⁶⁰ started right."

No, it is not. Many people take twenty years to get started right. More still *never* get into¹⁰⁸⁰ the right line. I believe that everybody can be successful if they get into the line of work that *fits*¹¹⁰⁰ them. You know of failures who eventually make good. The reason is, they eventually get into the right line *for*¹¹²⁰ them.

Don't go into a line of work because someone tells you it's a good one. It's *no good* to¹¹⁴⁰ you unless you are fitted for it. What someone else would fail at hopelessly, you'll make a big success.

It¹¹⁶⁰ isn't "What line offers an opportunity?" but "Where do my talents lie?" Opportunity is *in you* in the shape of¹¹⁸⁰ aptitude, ability, inclination, and knowledge. Apply those where they fit and you will be successful.

Isn't it worth while to¹²⁰⁰ take plenty of time in getting started *right*?

You'll spend months, or maybe a year, in choosing a site for¹²²⁰ a *home*.

How much more important it is to choose carefully a site for your *career*.

Let's come back to¹²⁴⁰ our directory for a minute. When you have gone through the classified section you will have a list of possibly¹²⁶⁰ thirty occupations which seem attractive to you, or about which you would like to know more.

Some occupations, such as¹²⁸⁰ "wool," "iron and steel," "cotton," "leather," you may have picked out because of your liking for that particular commodity. You¹³⁰⁰ may be interested in these from the selling angle, the productive or recording angle.

All other things being equal, you¹³²⁰ want, of course, to deal in a commodity that appeals to you. (1332)

Lesson Nine

Sentences

Immediately after the day's work was finished he left the office and went out of the city to look after²⁰ his little farm. The importance of a good education cannot be questioned. I think you regard the charge too lightly,⁴⁰ and I wonder if this will be taken in the right spirit by the judge. We cannot accept the report⁶⁰ given us by your clerk, because it does not agree with the form shown on the official order. In our⁸⁰ opinion the fault lies with the custom house officials. This looks like the young man who called at our office¹⁰⁰ yesterday and asked for a small quantity of gasoline to carry back to his car. The daily newspaper gave a¹²⁰ full report of the fight. If you will give us the names of your friends, we will send them a¹⁴⁰ nice little gift. How far did you follow him beyond the cars? If you would advertise in the daily papers,¹⁶⁰ we know you could increase your business greatly. Most of us are easy to influence in this direction. Thorough work¹⁸⁰ gives satisfaction. Above all, your friend should see that his reply to the letter states his real thoughts on the²⁰⁰ new organization. (202)

Lesson Ten

Words

Evermore, withal, workhouse, bespeak, outraged, wordbook, right-hand, left-hand, customer, questioner, afterclap, outcry, capricious, decipher, abdicate, thereabouts, barometer, obsequious,²⁰ obnoxious, precarious, befriend, younger, artillery, alabaster, asbestos, ferocious, elaborate, illegal, eradicate, everlasting, obliterate, acknowledged, objector, followers, outline, outcast, dollar and⁴⁰ a quarter, dollars and cents, seven gallons, forty-eight bushels, per square foot, five hundred, four hundred thousand, four dollars⁶⁰ and sixty-five cents, eight per cent per annum, reminiscent, outset,

charged, acquainted, soever, howsoever, strikers, decided, fortitude, obsolete, philanthropy,⁸⁰ aftercrop, whereby, illiberal. (83)

Sentences

He demonstrated great strength of character throughout this ordeal. We appreciate his attitude toward his predecessors during the legal conference.²⁰ He was unanimously chosen by the society to represent them. The scenes at the inauguration indicated the high esteem with⁴⁰ which the people of this country regarded him. She was irresistible in her manner and also very popular. We must⁶⁰ get a prominent person to preside at the next meeting of the association. At the preliminary trial the murderer tried⁸⁰ to establish his innocence, but his police record was against him. It will be necessary for you to abandon the¹⁰⁰ idea of a temperance union. (105)

Lesson Eleven

Words

To promote, to calculate, she would have been, you would not be able, we would like to favor, you do²⁰ not say, pages of the book, fall of the year, rise of the stock, box after box, step by step,⁴⁰ in reference to the market, styles of the season, in reply to your note, we are in a position to⁶⁰ quote, I am glad to be able, as grave as, she might have been, to have been able, from house⁸⁰ to house, city after city, I hope you will not, they will be able, he wants, to quell, to read,¹⁰⁰ you may have been, few lines, there is not enough, it isn't right, from store to store, at present, I¹²⁰ am glad to say, able to find, week or ten days, some of the, Very cordially yours, My dear Mr.,¹⁴⁰ I had been, we wish to know, she had been, you don't favor, we do not begin, I hope you¹⁶⁰ will be able, from place to place, letter after letter. (170)

Sentences

It is possible that he will not be able to see you this spring. The state of the market at²⁰ this season of the year is very precarious. We regret to inform you that the credit of the company is⁴⁰ not satisfactory according to a statement made at the meeting of the directors. Many people are beginning to realize the⁶⁰ necessity for greater industry on the part of the people everywhere to abolish the high cost of living. I don't⁸⁰ care to question the prisoner at this time. We do not believe you will be able to collect all outstanding¹⁰⁰ bills by that time. You may not be able to carry out the plans as suggested, but we want you¹²⁰ to do your best. We hope to make a satisfactory report in a few days. The system of government is¹⁴⁰ above criticism and we should work side by side. (149)

Lesson Twelve

Words

Plunger, carver, sunken, pounding, mutilator, renounce, revenge, behoove, designer, dissimilar, crowd, perfidious, luscious, pursuance, drudgery, hideous, thumb, mischance, refreshing, perfidy,²⁰ vegetation, scald, perverse, carve, admission, hesitate, briefest, product, around, pronounce, virtuous, trudge, insidious, bewail, bounds, strangest, youngest, junket, lumber, tedium,⁴⁰ texture, nuisance, abrupt, acrobat, bestow, denounce, flunk, avenue, misconception, finest, cogitation, bumper, numbskull, desert, pervert, richest. (56)

Sentences

The child had the misfortune to fall into a tub of hot water and was badly scalded. It is a²⁰ mistake for you to persist in your demands if you wish to purchase that site for your new residence. The⁴⁰ amateur has a habit of picturing great careers for his friends. Her nomination was announced at the last meeting of⁶⁰ the club. She eagerly rushed into the building, her face flushed with the exertion of running, and greeted this distinguished⁸⁰ person with affection. This feature will probably attract many amateur musicians to participate in the recital. We have serious misgivings¹⁰⁰ about advising you to discharge the men. (107)

36

Everyone wastes enough time to enable him to master that which he most desires to know, if it were not²⁰ wasted.—Selected. (22)

The Oldest Inhabitant

From the San Jose "Mercury-Herald"

It might be worth while if those persons who are always looking for the "oldest man or woman living" were²⁰ to give a little thought as to what it means when they find such an individual.

Merely as an object⁴⁰ of interest the oldest inhabitant deserves no more comment than the tallest man, the stingiest woman or the most mischievous⁶⁰ boy. These are traits or characteristics which bring little credit to him or to the community.

It is fullness of⁸⁰ life we want; not mere length. Fortunate indeed is he whose years cover a long span of life; but more¹⁰⁰ fortunate still is he who can make these years count for something in service to his fellowmen. We do not¹²⁰ begrudge the oldest inhabitant the years he has accumulated. But

the individuals who seek to enlist our interest in him¹⁴⁰ could more easily get it, if we could feel that they were not unmindful of the words of the poet:¹⁶⁰

"We live in deeds, not years; in thoughts not breaths; in feeling, not in figures on a dial." (178)



"Be sure you're right, then go ahead." You will make enemies, but be persistent. Some men will swear at you,²⁰ but if you prove yourself to be in the right, they'll swear by you. It is the way of the⁴⁰ world. First ridicule then applause, sneers then cheers; many a scar has developed into a star. Stand for the truth⁶⁰ and don't be afraid to let the world know it. (70)

Business Letters *Financial Correspondence*

(From Gardner's Constructive Dictation, pages 230 and 234, letters 2 and 7)

Mr. K. O. Aldrich,
222 Beaver Street,
Council Bluffs, Iowa

Dear Sir:

Since forwarding you, in May,²⁰ information and booklets descriptive of our various bond offerings, we have not heard from you, and consequently are desirous of⁴⁰ knowing whether our list of bonds interested you, or whether you desire any additional information.

It is possible that you⁶⁰ are not ready to invest at this time, but may desire to do so later on. If this is the⁸⁰ case, we wish you would kindly inform us so that we can send you additional offerings when you are ready¹⁰⁰ to make your investments.

We also wish you would inform us as to which of the bonds, descriptive circulars of¹²⁰ which we sent you, is best fitted for your needs.

We hope you will favor us with a reply by¹⁴⁰ means of the inclosed self-addressed envelope.

Very truly yours, (150)

Mr. W. G. Iverson,
618 Boston Block,
Long Island City, New York

Dear Sir:

Mr. R. C. Irish,²⁰ representing the First National Bank of Brooklyn, of which I am a director, tells me that he has called upon⁴⁰ you regarding the services and facilities offered by that institution.

Naturally, I am much interested and would be pleased to⁶⁰ learn that you have decided to become a depositor at the First National, as I know the connection would be⁸⁰ mutually advantageous to you and the bank.

You will find the officers and staff cordial and efficient. The institution is¹⁰⁰ strong in men, experience and financial resources, as well as in the fact that it is a member bank of¹²⁰ the Federal Reserve System, backed by the National Government.

Again let me assure you that you would make no mistake¹⁴⁰ at all in starting an account at the First National and, personally, I am hoping that you will decide to¹⁶⁰ do so.

Cordially yours, (164)



Initiate; don't imitate. (3)

Motivation Exercises on the Thousand Commonest Words

By Charles Lee Swem

These Motivation Exercises on the Thousand Commonest Words of the English language have been especially constructed for vocabulary building in shorthand. They may be used for ordinary dictation, but they are chiefly valuable for repetition practice, with a view to incorporating a highly concentrated and usable shorthand vocabulary. They are constructed in accordance with modern scientific principles of pedagogy. They contain between 87% and 90% of the words which go to make up representative English speech, as determined from studies made by Harvard University; the words occur in a sensible, "reasonable" context, in the same manner as they will always occur in the actual experience of note-taking; and they are grouped in natural, everyday phrases, free from all artificiality of thought or expression. They will be found an invaluable aid in inducing facility in reading and writing the commonest words of the language.

Complete shorthand forms for these three exercises, with introduction to the series, will be found in this month's issue of the GREGG WRITER. The entire series will consist of twelve exercises, appearing, three each until completed, in subsequent issues of the AMERICAN SHORTHAND TEACHER (in dictation form) and of the GREGG WRITER (illustrated in shorthand).

Exercise I

We live in a mechanical age. It is an age of steel and electricity. Motors and carbon lights have come²⁰ to be as familiar to us as horses and candles used to be, until we have to become a mechanic⁴⁰ today in order to be of any particular use to society or ourselves. We cannot be happy and be simple⁶⁰ any longer. We have been converted into strange forms, run on the electric principle, and controlled by the pushing of⁸⁰ a button. If we appear to go wild sometimes and cut wide figures down the middle of the road, it¹⁰⁰ is because we have pressed the wrong button. It is not safe to trust ourselves on the street for fear¹²⁰ we will suddenly dash off without anyone at the switch. Nobody is safe any more.

Our entire private life is¹⁴⁰ a piece of machinery. The family runs by electricity. Mother switches on the vacuum cleaner and does her sweeping; sister¹⁶⁰ curls her hair with

an electric iron and rushes down to the motion pictures; brother stays at home with the¹⁸⁰ radio and provides the music. Father is in the garage fixing the car. Nobody pays any attention to the baby,²⁰⁰ who is playing with a fire-extinguisher upstairs. In a minute some guests will drive up and somebody will immediately²²⁰ propose that they dance. So, if you please, they pair off, two by two, and move mechanically over the floor²⁴⁰ with all the rhythm of a well-adjusted piece of machinery. The radio is playing "The Round and Round Again²⁶⁰ Blues."

I ask your opinion, is that not a fair picture of what is happening? I have no desire to²⁸⁰ condemn; nor shall I defend it. We can all understand it. It is the natural effect of a great deal³⁰⁰ of thought and effort employed in one field of endeavor. It represents the worship we have made of science, brought³²⁰ to bear in all its powers upon the practical problems of life. We have gone to school to Nature, and³⁴⁰ learned to make the study of her serve us in a practical way. What the final outcome will be, it³⁶⁰ is hard to predict. I leave the answer to others. Whether we shall grow more like machines, content always to³⁸⁰ sit down to walk, and allow our bodies to become old and heavy, while we take our thoughts from the⁴⁰⁰ movies, or whether we shall succeed in working out a nicer adjustment of the undoubted advantages in all these things⁴²⁰—I am sure I do not know. About forty years ago I should have held myself an authority and told⁴⁴⁰ you what was going to happen, but things have a habit of coming out differently than I expected.

We shall⁴⁶⁰ never, of course, return to the old days. The new order has too secure a hold upon our life and⁴⁸⁰ our very habits. Nothing could lead us to bring back the buggy with its spring seat that bounced over the⁵⁰⁰ ground like a jumping-jack. No, thank you, on no account do we long for those far-away days. (519)

Exercise 2

Gentlemen:

This is the first time that I have ever been called upon to address a group of this sort.²⁰ In a sense I suppose I can claim to be one of you, as I have had occasion to acquire⁴⁰ some knowledge touching your particular industry. Some eight or ten years ago, I tried to establish myself as a manufacturer⁶⁰ and I did get a great deal of experience, but that was all. It soon became plain to me that⁸⁰ in order to eat three times a day, a manufacturer must get contracts and collect bills, and I discovered that¹⁰⁰ I was getting very hungry. But, as you will probably agree, in this age of business the experience was worth¹²⁰ all that it cost me. I have never since had any ambition to invade your field—I realize that history¹⁴⁰ too frequently repeats itself—but I do feel that in speaking to you this evening I am addressing myself to¹⁶⁰ a familiar topic.

To anyone who has watched the march of industrial progress in this country for the past

thirty¹⁸⁰ years, there seems to be no limit to what we may expect. Modern methods and modern machinery have multiplied the²⁰⁰ efficiency of human hands, have added both to the quantity and to the beauty of machine-made art, and have,²²⁰ in large part, built up a commercial empire second to none in the world. History used to confer its choicest²⁴⁰ favors upon the soldier and the clergyman; now it waits upon the magic touch of business, of the man behind²⁶⁰ the machine and the cash book.

There are those, of course, who wonder if this is for the best, who²⁸⁰ feel that we have built simply a machine without a heart, without principle, into whose power we have delivered ourselves³⁰⁰ and our civilization. This is an extreme view, but I have heard it expressed many times and it is well³²⁰ to recognize that it exists. For my part, I think it is poor philosophy. Some people are always too ready³⁴⁰ to court their fears and apply the old primitive test to anything new. To them anything that is big is³⁶⁰ bad. So they draw into their shells, and there they remain until the awful thing has been destroyed or is³⁸⁰ at least checked in its destructive career.

That, it seems to me, is a very low estimate of your part⁴⁰⁰ and of mine in the establishment of the industrial supremacy which our nation now enjoys. Mainly because of our commercial superiority⁴²⁰—our manufacturing methods, the system and intelligence that we have put into them—we are no minor nation today, begging⁴⁴⁰ markets of anybody. We are in the very front rank. Our ships sail the seven seas. Our manufactures are transported⁴⁶⁰ to the remotest corners of the earth. In no corresponding activity, since time began, has there been such complete dominance⁴⁸⁰ by any one nation. We are the world's store-keepers.

We are indeed travelling at a rapid rate—it may be⁵⁰⁰ too rapid. We are moving toward complete saturation of the world's markets with our goods, and if I am⁵²⁰ any judge, that is not a wholly desirable consummation. It is never good to arrive at a limit beyond which it⁵⁴⁰ is impossible to go further. It is well to have a goal and a worthy one, but let us not⁵⁶⁰ reach it too quickly—and let us watch out that we do not fall in an attempt to overreach it. (580)

Exercise 3

In the days of Julius Caesar the rule of business was expressed in the Latin phrase meaning "let the buyer²⁰ beware." When you started out to make your purchases in those days, you would first wipe off your glasses, tie⁴⁰ a string around your purse, and proceed to strangle your conscience. If you were buying a fish at the market⁶⁰ you would watch carefully to see that you got fish and not a pound of horse. You would never buy⁸⁰ milk at all unless you got the cow with it, and even then you would have your doubts. Nobody accepted¹⁰⁰ anybody else's word in those active days. Faith in one's fellowman was at low



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SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

Odeon Bldg., St. Louis, Mo.

The West Looks East

In the last issue of this magazine, we told you of a Western woman whom we brought to the East (Iowa to New York) at more than \$900 increase. Both teacher and superintendent are highly pleased.

Now we have to report that, in December, one of our New York men was placed in Montana at \$3000. Another of our fine men has just been offered \$5000. May we help you?



THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord,

Larcom Avenue, Beverly, Mass.

ebb, and the national hero was¹²⁰ the one who conquered the most territory for his country or who achieved the biggest swindle in the market-place.¹⁴⁰

Truth and character probably meant the same thing as they do now, but they had no place in business. They¹⁶⁰ would not fit in with the prevailing spirit of trade. "To the victor belong the spoils" was another gentle little¹⁸⁰ motto of the period, a maxim which seems just as fresh and popular today as it was then. But I²⁰⁰ imagine then it was exclusively a business principle. The only man then whose word could be said to be as²²⁰ good as his bond was the slave, and he couldn't help it. His word had to be good, for his²⁴⁰ bond was a hard and difficult one.

Happily that idea of business is gone; it is but a memory. It²⁶⁰ went out when the new idea of responsibility was declared in. Step by step the ethics of trade have advanced²⁸⁰ since that early time. Today business is constructed upon a more certain foundation and its development of character has been³⁰⁰ equalled only by a corresponding gain in sheer size and prestige.

Business today is essentially straight and honest. Nobody would³²⁰ seriously suggest otherwise. Honesty, it has been discovered, pays dividends. The man or the company who can not produce a³⁴⁰ clean bill of character and honest dealing might as well retire from the lists and seek another field.

Now, mark³⁶⁰ that and suit your course to it. Your first concern when you enter upon a career of business should be³⁸⁰ not how much you are going to make, but how fine a reputation you are going to achieve and maintain.⁴⁰⁰ for reputation is the modern cornerstone of business. Big business is glad to acknowledge the golden rule as its motto,⁴²⁰ and, in addition, it has included most of the commandments, also. Not simply because it is the proper thing to⁴⁴⁰ do, but actually because it is the easy thing. They have decided that it is easier to be honest; certainly⁴⁶⁰ it is more profitable, and that is a convincing argument. (470)

(To be continued next month)

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There's always a market for the best. (7)

The Comma Hound

By Charles Divine

(Copyright, 1926, by The Ridgway Company)
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(Concluded from the February issue)

It seemed to Reed that those three months presented a strange paradox in that they both fled quickly⁴²⁴⁰ and dragged, all at the same time—dragged because they kept Muriel away from town, and fled because they brought⁴²⁶⁰ her return closer and cut down the time he had for his process of unself-centering himself, a campaign which⁴²⁸⁰ he undertook with

the energy he would put in opening a new sales territory. After all, Muriel had talked to⁴⁸⁰⁰ him straight from the shoulder, and he admired her for it. He tried hard to see himself as she must⁴⁸²⁰ have. He made the discovery that his earlier muddling of office details had been due, not to the fact that⁴⁸⁴⁰ Muriel upset him, but to his wilful determination to make that his excuse. Now things began to run more smoothly.⁴⁸⁶⁰ By the first of July Mr. Marble told him: "Reed, the salesmen's reports have never been better. Now I'm beginning⁴⁸⁸⁰ to worry that somebody will get you away from me. There'll have to be a new vice-president here some⁴⁹⁰⁰ day—and it'll probably be you."

Muriel and her father returned to town on the fifth of September, and it⁴⁴²⁰ was a week later before Mr. Pittsley, remembering his dinner invitation, asked Reed to dine with them at his home.⁴⁴⁴⁰

At last Reed knew what it was like to wander freely, at Muriel's side, through "the spacious halls which were⁴⁴⁶⁰ much given to hospitality." Not until they arrived at the country club, whither they motored after dinner for the Tuesday⁴⁴⁸⁰ night dance, did Reed have a chance to talk to Muriel alone and as he longed to. But even there⁴⁵⁰⁰ they had to stand around at first, while greetings were exchanged.

Muriel noticed that the men stopped to chat friendly with⁴⁵²⁰ Reed and that girls went by, dancing, calling "Hello, Reed!" where before, if at all, it was "How do you⁴⁵⁴⁰ do, Mr. Davis?"

When at length, in a lull in the dancing, they sought out a far corner of the⁴⁵⁶⁰ veranda—the same secluded spot where she had talked to him so frankly that other night—Muriel sat down on⁴⁵⁸⁰ the rail and looked up at him with her eyes bright. She wore a new gown of shimmering sky-blue⁴⁶⁰⁰ silk which draped her slender figure radiantly.

"Well, Reed," she said, "you have changed."

He stood in front of her,⁴⁶²⁰ thrillingly aware of her beauty.

"I tried to," he returned, hoping that in his eagerness he wouldn't spoil this moment⁴⁶⁴⁰ for which he had been waiting, "and it wasn't hard. I tried to come out of my shell, and I⁴⁶⁶⁰ found that people were more than willing to meet me halfway."

"Of course . . . I've been hearing people talk of you."⁴⁶⁸⁰ She nodded her head approvingly, and there was that in her approval, and in a sudden softening of her eyes,⁴⁷⁰⁰ which made him risk everything in a question. The night was warm and clear. In the valley below the automobile⁴⁷²⁰ headlights ran along their roads like stars in vagrant orbits, while overhead the sky was a very field of headlights.⁴⁷⁴⁰

Reed drew his hands out of his pockets and unclenched them. "And now when are you going to marry me?"⁴⁷⁶⁰

Muriel's eyes returned his steady gaze.

"Don't you think you ought to ask me first if I love you?"

He⁴⁷⁸⁰ didn't hesitate.

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"All right. I'm game. Do you love me . . . now . . . any better?"

Her reply made the stars seem to⁴⁸⁰⁰ skid in their courses.

"I loved you even before."

"Even when I was a comma hound?"

"Of course! That's why⁴⁸²⁰ I wanted to work for you. And those things I said to you, dear, I only said because I thought⁴⁸⁴⁰ you needed them— Not that I didn't think you—" her head came forward to his as she finished—"were nice⁴⁸⁶⁰ even then."

She kissed him there, in the shadow of one of the Moorish arches, and for a while their⁴⁸⁸⁰ voices only spoke in low, happy whispers. Then, reminiscently, they ran back over the high spots of their employer-employee⁴⁹⁰⁰ relationship when she had taken his dictation during those upsetting days. Whereupon she pointed to a distant line of hills,⁴⁹²⁰ and said:

"As regards this night comma dear comma there is a nice moon coming up over there."

And he replied:⁴⁹⁴⁰

"Yes, dear, you can't keep a good moon down!" (4949)

(The end)

Key to January O. G. A. Test

There is an ancient legend which tells us that when a man first achieved a most notable deed he wished²⁰ to explain to his tribe what he had done. As soon as he began to speak, however, he was smitten⁴⁰ with dumbness, he lacked words and sat down. Then there arose—according to the story—a masterless man, one who⁶⁰ had taken no part in the action of his fellows, who had no special virtues, but afflicted—that is the⁸⁰ phrase—with the magic of the necessary words. He saw, he told, he described the merits of the notable deed¹⁰⁰ in such a fashion, we are assured, that the words "became alive and walked up and down in the hearts¹²⁰ of all his hearers." Thereupon, the tribe seeing that the words were certainly alive, and fearing lest the man with¹⁴⁰ the words would hand down untrue tales about them to their children, they took and killed him. But later they¹⁶⁰ saw that the magic was in the words, not in the man. (172)—Kipling

Short Stories in Shorthand

True Love

Flora: Would you marry a man because of his wealth?

Bess: If I loved a boy I would not mind²⁰ how many millions he had. (25)

Profitable Loss

"Hurrah. Five dollars for my latest story!"

"Who from?"

"The express company. They lost it." (15)

Whither?

Doctor: I had a great many more patients this time last year than I have now. I wonder where they've²⁰ all gone.

His wife: We can only hope for the best, John. (32)

Evidence

Teacher: How do you know Chaucer dictated to a stenographer?

English (6) Student: Just look at the spelling. (18)

The Losing Side

Young Jack was talking to the new visitor soon after her arrival. He eyed her critically for a few moments²⁰ and then looked up and said: "You're my grandmother, are you?"

"Yes, dear. On your father's side," replied the old⁴⁰ lady, smiling.

"Well, you're on the wrong side; you'll find that out," replied Jack. (54)

This Will Do It

"Smith saved a hundred dollars this term on his incidental expenses."

"How is that?"

"He found a brand of cigarettes²⁰ that none of his fraternity brothers liked." (27)

Too Tempting

Rastus Jackson, a thoroughly married dorky, was one day approached by a life insurance agent.

"Better let me write you²⁰ a policy, Rastus," suggested the agent.

"No, sir," declared Rastus emphatically, "I ain't any too safe at home as it⁴⁰ is." (41)

Short Measure

Cop: Your Honor, this man stole a quart of whiskey.

Judge: The prisoner is dismissed.

"But your Honor——"

"You can't²⁰ make a case out of a quart." (27)

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"Going Forward by Looking Backward"

(Concluded from page 220)

and, I might add, well dressed. You realize there are many stenographers, bookkeepers, dressmakers, milliners, salesmen, saleswomen, industrial workers, factory help and office help in this great crowd, and you realize there must be great competition for each desirable position or job—and this thought leads to considering the training of the worker.

Business Training Employes

I once heard Roy Kelly, manager of the Employment and Personnel Department of the Associated Oil Company, say, "The personnel manager's chief criticism of the present methods of Commercial Education and Public Education in general, is that it does not prepare the student to make the right beginning as a bread winner."

He pointed out what many firms are doing in San Francisco in training efficient office boys. He said the office boy of today, in a well-managed corporation commands a good wage, has his duties standardized, and is offered excellent opportunities for advancement, or promotion. He added that the position was so attractive in some of the larger corporations that young college boys could well afford to begin as hall boys because of the chances given to learn the business. He said that office managers realize that a few lost orders, delays in delivery of important messages, or a discourteous reply to a visitor cost the firm many times the amount expended for training and supervision. The

desire to secure efficient employees had been the reason for introducing training courses for office boys and junior clerks.

Can Your Students Render Marketable Service?

We, as commercial teachers have been teaching students stenography, typing, book-keeping, but there exists an urgent need in all departments for a Commercial objective, so to speak, and this is what I might call "The Signs of the Times"—what are we doing to prepare the student to get the right start in business? Are we as teachers teaching students to render marketable service?

Commissioner Ricciardi says, "Our aim in Education today is to produce Public Assets." Our marketable product is not merely the result of teaching subjects as such, but rather of teaching subjects in terms of the life which the student will sometime fill.

Coöperative Training Gives Desired Balance

It is up to us to see that our teaching has direct relationship to the business life of the community in which we are living, and we should aim to make this relationship the thing it ought to be. This can be done by co-operative training on the job, and I might say that this is the balance of Education and Training that will fit the student to take his or her place most efficiently in business and at the same time hold out a future for him or her to develop and grow.

26

Bookkeeping Brevities—No. 2

(Continued from page 238)

Like many other features of bookkeeping the trial balance is a mere mechanical device for bookkeeping convenience, the sole purpose of which is the testing of debit and credit equality or posting accuracy. Somewhere along the line a simple statement of profit and loss will be introduced as a systematically arranged solution in prescribed form of a serial problem in addition and subtraction. Its close relationship to the balance sheet and its usefulness for management purposes will, of course, be emphasized. It should not be introduced until after the student is thoroughly grounded in the accounts from which the information it contains is gathered.

After the component parts of the bookkeeping cycle have thus been prepared in the order of their importance; i.e., in logical rather than in chronological sequence, the student will

work for the first time on comprehensive exercises that embrace the entire bookkeeping cycle. Transactions will be grouped and recorded in proper books, the entries will be posted, the trial balance taken, statements prepared, and the ledgers closed. A broader, more comprehensive group of accounts will be progressively used and the use of columnar books, auxiliary ledgers, controlling accounts, and other phases of the subject will be introduced that have hitherto been regarded as properly belonging in advanced courses.

The whole plan is educationally sound and involves no radical departure from present teaching practice. It does, however, provide for a desirable elimination of non-essentials and clears the subject of a mass of mechanical routine and details that serve only to obscure fundamentals.

[This series of articles will be concluded next month.]

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